

ARIZONA LIBRARY ASSOCIATION &
MOUNTAIN PLAINS LIBRARY ASSOCIATION
2014 CONFERENCE

THE ROUNDUP



A pre-conference presentation by the
Arizona State Library, Archives and Public Records,
a division of the Arizona Secretary of State,
celebrating best program practices

Three Corrals

Collections projects support exemplary stewardship of library collections in a variety of formats; as well as facilitate access to those collections

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The Roundup 2014

Project Name: AHS-Rio Colorado Cataloging Project

Library Name: Library and Archives Division, Arizona Historical Society

Library Address: 1300 N. College Ave., Tempe, AZ 85281

Project Director: Linda Whitaker

lwhitaker@azhs.gov

Project Description:

Final phase of a comprehensive project to arrange, describe, preserve and provide access for 800+ linear feet of monographs, manuscript and photo collections. These historical materials are critical to community and cultural identity along the lower Colorado River and were relatively hidden for 60 years until now. Created MARC records for two different online catalogs – Yuma County Libraries and Arizona Historical Society - to assure local, regional and global access. Set up reading room, collection storage and professional oversight for these collections in the Heritage Library through an Inter-governmental agreement with Yuma County Library District.

Key Steps:

- Surveyed and removed Yuma archival materials July and October 2012.
- Developed a phased, comprehensive plan and timeline for processing, returning collections to Yuma and creating an IGA with the Yuma County Library District. Applied for additional grants/local funding to provide supplies, equipment, reading room furniture and compact storage for the Heritage Library.
- Hired a part time cataloguer with original cataloging experience to work closely with the YPL technical department to export/import MARC records and to insure that these collections were accurately represented in the catalogs at both institutions.

Partners:	Yuma County Library District	Staffing:	N/A
Total Project Costs:	\$9,228 (300 hours for professional cataloguer and MARC record transfer fees)	Project Dates:	May 2014-August 2014
Who was the audience?	Opening reception May 13, 2014 Paton use statistics June-July 2014 Online catalog hits	How many people participated?	60 elected officials and community leaders (with media coverage) 45 served to date (increasing every month- up from 0 patrons served) estimated 1245 will be served by May 2015 TBD
Materials produced?	Catalogued 900+ monographs and 800 linear feet of manuscripts/photo collections Web content	Websites:	AHS catalog http://lista.azhist.arizona.edu/cgi-bin/Pwebrecon.cgi?DB=local&PAGE=First AHS Yuma Page http://www.arizonahistoricalsociety.org/yuma-archives/ YPL Catalog http://yuma.sdp.sirsi.net/client/public
One time or ongoing?	One time	Other:	

Lessons Learned

- Patron exit surveys conducted by the supervising librarian in Yuma report 100% satisfaction with their ability to find what they were looking for both online and in the reading room. Exceeded their expectations with quality and quantity of archival material.
- Met or exceeded expectations. The community support for this phase of the project was exceptional and most gratifying. We were able to leverage this grant with other funding sources for an additional \$32,500.
- Everything takes longer than expected. The rate of cataloging depended on how fast we could process collections and create finding aids that met the national descriptive standards. Good catalogers of original materials are worth their weight in gold. Tricky stuff working with two different cataloging platforms. Opened our eyes to the energy, influence and creativity of public libraries.
- What advice would you give to others **Choose your grant partner(s) well. Good grant partners share the following qualities:**
 - They listen, respond, problem-solve and pull their own weight.
 - They offer help at every opportunity.
 - They advocate for the project internally and externally.
 - They connect you with other funding sources and key community leaders.
 - They provide timely advice and feedback.
 - They do not come better than Susan Evans, Director of YPL and Laurie Boone, Librarian/Manager of the Yuma archival collections at the Heritage Library.



The Roundup 2014

Project Name: Preserving and Honoring Flagstaff's Past through Digitization and Programming

Library Name: Flagstaff City-Coconino County Public Library

Library Address: 300 W Aspen Avenue, Flagstaff, AZ 86001

Project Director: Holland Christie

hchristie@flagstaffaz.gov

Project Description:

The goal of this project was to digitize historic artifacts held by the Flagstaff Public Library and to promote awareness of the items through a series of programs focused on local history. Community members will benefit because they will have access to a new, unique resource and gain valuable new knowledge on local history.

Key Steps:

- First, we received copyright permission from the *Arizona Daily Sun* for the newspaper clippings and decided what files we wanted to digitize.
- Then we decided upon four culturally significant and Northern Arizona-relevant programs and performers and hosted these programs over the course of the year.
- And finally, we created links to the scanned materials on our website and wrote the metadata for the Arizona Memory Project.

Partners:	Flagstaff Arts Council Museum of Northern Arizona	Staffing:	Holland Christie, Public Services Manager Danielle Angerbauer, Programming Librarian
Total Project Costs:	\$11,900	Project Dates:	September 2013-August 2014
Who was the audience?	This resource was intended for anyone with an interest in Arizona history, specifically Northern Arizona and Flagstaff history, including all ages of students, residents of Coconino County and the vicinity, and statewide users.	How many people participated?	There were 217 program attendees and we anticipate this resource being used roughly as often as another local-interest collection on our website. This resource received 528 hits last year.
Materials produced?	Promotional posters for the programs and digitized files.	Website:	www.flagstaffpubliclibrary.org
One time or ongoing?	Ongoing; we decided to continue to update items for this collection.	Other:	

Lessons Learned:

It was very difficult weeding through the copious amounts of material in the Flagstaff Vertical File and determining which items we wanted to preserve. It was also a challenge figuring out how we would organize the different items once they were on our website. This process was really just about trial and error; the lesson was in the process and there really wasn't much we could've done prior to beginning that would've eliminated these lessons. The most important lesson is really to develop a solid timeline and stick to it in order to minimize the last-minute adjustments.

- **What did your evaluations tell you?** Our community absolutely loves programs of local interest, and heading out onto the reservation was tremendously well-received. I would encourage libraries that serve a large area to provide programs outside of the library – it's very rewarding!
- **Did the project work the way you expected?** Yes, for the most part.
- **What changes would you make?** I would have asked for more money to do even more programs across Coconino County.
- **What advice would you give to others?** If this is your first digitization project, it's very important to make sure you have copyright clearance and the support of your IT department since they will have to make the digital materials accessible on your website.



The Roundup 2014

Project Name: Promoting Library Service and Community Resources for the Health of Payson Area Seniors

Library Name: Payson Public Library

Library Address: 328 N. McLane Rd. Payson, AZ 85541

Project Director: Emily Linkey

elinkey@gclldaz.org

Project Description: The goal of this project is to provide the senior community of the Payson area with medical and health related information through a variety of instructional and informational programs provided by local health professionals, an updated medical reference area, and computer literacy training that highlights trusted medical databases and agencies.

The library collections on medicine, health, and nutrition both media and in print were updated as a part of the grant so that we could better meet the medical reference needs of the community. Library staff attempted to lead a series of 4 computer literacy classes that highlight the availability of state provided databases such as EBSCO's *Alternative Health Watch* and databases provided by the National Library of Medicine such as *PubMed* and *MedlinePlus*, as well as other government, institutional, and academic sites that contain up to date and professionally reviewed information that can be trusted. Unfortunately, only 2 out of the 4 programs had attendance, and then only one or two attendees.

The Payson Public Library partnered with the Payson Regional Medical center for a series of 5 lectures on health related topics which will include Diabetes, Heart Health, Digestive Health, Immune Health, and Hormone Balance. These topics were chosen in consultation with hospital staff to reflect the interest and needs of the Payson area senior community. These instructional forums, held on Tuesday afternoons, were conducted by doctors and nurse practitioners affiliated with the Payson Regional Medical Center at no cost. Peggy Martin, a certified nutritionist who works with Southwest Behavioral Health, conducted 2 cooking classes each month for 4 months focusing on the dietary restrictions related to specific medical conditions such as Diabetes, Heart Disease, Renal Failure, and Digestive Disorders. Rather than holding the previously planned "Know Your Community: Health Resources in the Payson Area" one day event we ended up running a month long display program, inviting representatives from the Payson Regional Medical Center, Southwest Behavioral Health, various medical offices, area skilled nursing facilities, local associations (such as the Alzheimer's Association), and government health programs, and community groups to place displays throughout the library promoting their services. This change was made to avoid conflicting with existing health fair events within the town. Our programs were advertised at Senior Circle, Senior Center, in local papers, on local radio, at Town Council Meetings, and on the town television stations.

Partners:	Payson Regional Medical Center Senior Circle Southwest Behavioral Health	Staffing:	Emily Linkey (Library Director) Elaine Votruba (Assistant Manager) Christine Solymossy (Adult Reference)
Total Project Costs:	\$6,100.00	Project Dates:	August 2013 – May 2014
Who was the audience?	The target audience was Payson Area Seniors, but programs were open to the public.	How many people participated?	256 program attendees 17 groups participated in the "Know Your Community Resources" Project 162 new medical/health related resources were added to the library's collection

Materials produced?	Program Brochure & a Community Resources Guide	Website:	
One time or ongoing?	One time	Other:	
Lessons Learned			
<p>Overall the Health Lectures were well received, though not as well attended as we had hoped. The Healthy Cooking Classes were incredibly popular, and we are looking for ways to fund them in the future. Though very needed, senior interest in medical database and internet safety training is fairly low in Payson. Those who did attend our programs filled out very positive surveys and asked that we continue to program along these lines in the future.</p> <p>As most of the staff at the library was very new, and all of the professional staff were new to Payson, this project was an opportunity for us to learn about what our community had to offer. One of the things we found out in the course of this project, was that there were many medical/health related programs for seniors within the community that we were unaware of. In some ways we were duplicating work that was already being done. This was the case with the health lectures and with the planned "Know Your Community Event". Because there are two large health care events in Payson, both Spring and Summer, we ended up changing the format of our "Know Your Community Resources" project from a single day event with representatives from different medical/health organizations present to a month long display project. In this way we were able to highlight the great community resources within Payson instead of compete with them.</p> <p>Another outcome of this project was that we were able to spread the good word of libraries to our partnering groups and the health professionals in the area. Though our database trainings were poorly attended (if attended at all) by area seniors, medical professionals and organizations are now aware of our offerings.</p> <p>Also, because of the new materials purchased by the grant, some at the request of medical and health professionals with whom we were able to network, our library is more current and better able to meet the needs of our seniors.</p>			



The Roundup 2014

Project Name: Arizona Memory Project

Library Name: Arizona State Library, Archives & Public Records

Library Address: 1700 W. Washington St., Phoenix, AZ 85007

Project Director: Richard Prouty

rprouty@azlibrary.gov

Project Description:

The Arizona Memory Project is an ongoing partnership project between the Arizona State Library, Archives and Public Records and multiple Arizona cultural organizations (museums, libraries, schools, historical societies, government agencies, et al). The Arizona Memory Project provides a platform for partnering institutions to create and exhibit collections of material relevant to Arizona history and culture.

Key Steps:

- We market our services to Arizona organizations via our web presence, exhibits at relevant conferences and word of mouth. We talk to potential partners about the requirements for creating and online exhibit on the Arizona Memory Project – what’s required, how to get started, what to think about, the advantages of exhibiting online, etc.
- We work with institutions to identify material that makes for a good online exhibit; we can assist with selection, digitization, metadata creation and other tasks necessary for the material to be published online. We train out partners in the use of the software and hardware and provide appropriate documentation. Sometimes, we can assist with funding for particular projects or parts of projects.
- By using OCLC’s CONTENTdm software, we organize material into a digital exhibit which, when published, becomes part of this larger consortium of Arizona-related material.

Partners:	We currently work with over 70 Arizona institutions and we welcome new partners.	Staffing:	Richard Prouty 1 intern
Total Project Costs:	~\$164,000.00	Project Dates:	
Who was the audience?	Anyone interested in Arizona-related material.	How many people participated?	The Arizona Memory Project received 100,000+ visitors per year.
Materials produced?	We have a “rack card” and canvas roll up used to promote the Arizona Memory Project.	Website:	http://azmemory.azlibrary.gov/
One time or ongoing?	Ongoing	Other:	
Lessons Learned: Flexibility!			



The Roundup 2014

Project Name: Reading Arizona

Library Name: Arizona State Library, Archives and Public Records

Library Address: 1700 W. Washington, Suite 200, Phoenix, AZ 85007

Project Director: Laura Stone

lstone@azlibrary.gov

Project Description:

The Arizona State Library, Archives, and Public Records, in partnership with other Arizona libraries, has launched an ebook collection featuring Arizona content called Reading Arizona. Reading Arizona offers a curated collection of ebooks for the residents of Arizona. The State Library provides Arizonans with access to a broad range of ebooks specifically focused on topics and themes related to the Grand Canyon State. Reading Arizona features three types of content: contemporary ebooks acquired from publishers, content from self-published authors, and digitized out-of-copyright books and manuscripts.

The State Library has contracted to use BiblioBoard, BiblioLabs' multimedia content delivery platform, to curate and distribute ebooks the State Library will own and BiblioLabs will host. This project utilizes geo-location technology to give any reader in the state easy one-click access. In addition to hosting commercially available ebooks about Arizona, BiblioBoard includes a self-publishing module (SELF-e) for local authors with book reviews and a rating system. ONEBOOKAZ is using the SELF-e platform to accept submissions this year, and the winning books will be distributed through the Reading Arizona platform.

Key Steps:

- Surveyed both out-of-state projects and instate needs, and worked with a group of Arizona libraries to guide the project. Planning details are available at: <http://readingarizona.wordpress.com/reports/>
- Evaluated a number of options for both format and content. Initially, we intended to contract to have our own platform built. We decided to focus on Arizona eBooks, and Pima County Public Library gave us the Reading Arizona name and branding.
- We changed course somewhat, and contracted with BiblioBoards to provide a platform and help negotiating contracts for the purchase and lease of content. The site launched in late September, 2014, at <http://www.readingarizona.org/>.

Partners:	Phoenix Public Library Pima County Public Library Maricopa County Library District Yavapai County Free Library District Scottsdale Public Library	Staffing:	Laura Stone, Digital Content Director Michelle Bickert, Project Coordinator
Total Project Costs:	\$110,000 (2013-14)	Project Dates:	Begun summer 2012; Ongoing
Who is the audience?	Arizona libraries, as well as Arizonans, including readers, students, teachers, researchers, genealogists, authors, and publishers.	How many people participated?	During its first week, with no marketing, the web page had 150 visitors.
Materials produced?	Web page, rack cards and other marketing materials	Website:	http://www.readingarizona.org
One time or ongoing?	Ongoing	Other:	

Lessons Learned

- What did your evaluations tell you? As we've just launched, we haven't done any formal evaluation. Librarians and authors have expressed interest in the project when we've presented on it to them.
- Did the project work the way you expected? It was important to the project that we went through a rigorous planning phase, in large part so that we could understand the environment for e-content, and so that we could engage with Arizona libraries about the topic. However, we had two big challenges: 1) the environment continues to change very quickly; and 2) we couldn't afford to do what our research said Arizonans most wanted (unlimited best sellers). Continually scanning what's going on, adapting, and taking advantage of new opportunities, have become important strategies.
- What changes would you make? The changes that would be most helpful would be in business practices (to make it easier for libraries to purchase ebooks) and in resources (more money for functionality, content and staffing, please).
- What advice would you give to others? We're still in early days, and should have more to say in another year. In the meantime, Jamie LaRue offers some good advice:
<http://www.americanlibrariesmagazine.org/article/wanna-write-good-one-library-publisher>.



The Roundup 2014

Project Name: Statewide Database Resources

Library Name: Arizona State Library, Archives and Public Records

Library Address: 1101 W. Washington, Phoenix AZ

Project Director: Mary Villegas

mvillegas@azlibrary.gov

Project Description: The Arizona State Library, Archives and Public Records, in conjunction with all county library districts and the two largest library systems in Arizona, subscribed to a number of databases and made them available to public/tribal libraries in Arizona in order for all age groups to access digital information resources for school, work, or personal enrichment.

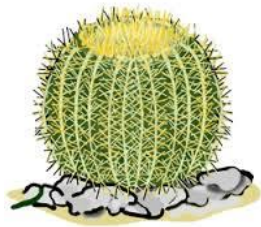
Key Steps:

- Convened a group of librarians to select the databases.
- Worked with the Arizona State Procurement office to create an RFP for potential vendors.
- Selected vendors and contracted directly with vendors.

Partners:	County library districts/systems in Arizona.	Staffing:	Mary Villegas
Total Project Costs:	\$400,000	Project Dates:	7/1/14-6/30/15
Who was the audience?	All Arizonans	How many people participated?	Potentially, 9,000,000!
Materials produced?	Vendor marketing materials	Website:	www.azlibrary.gov/dazl
One time or ongoing?	Ongoing	Other:	

Lessons Learned

- What did your evaluations tell you? Not evaluated yet.
- Did the project work the way you expected? Yes & no. The database selection committee worked well together. Working with the procurement process can be very confusing.
- What changes would you make? Clarifying terms with vendors prior to the selection process.
- What advice would you give to others? Establish a dynamic team with engaged individuals who are committed to the project.



The Roundup 2014

Project Name: Making Wise Decisions

Library Name: Pima County Public Library

Library Address: 101 N. Stone Ave., Tucson AZ 85701

Project Director: Jen Maney

jen.maney@pima.gov

Project Description: Pima County Public Library received an LSTA grant to do a customer-research project so that we could better understand our customers and allocate our resources. We also wanted to know why people don't use the library.

The OrangeBoy data will be used to help us prepare us for next Community Impact Plan process and plan for the following:

- Resource allocation (budget, staffing, furniture, etc.)
- Service plans
- Branding and marketing messaging
- Hours of operation

Key Steps:

- Surveys
 - Intercept paper survey at the branches – Early October 2013
 - Cardholder email survey – Late October-Early November 2013
 - An online survey was emailed to all cardholders with valid email addresses. It collected behavioral data and library user preferences. English and Spanish.
 - Non-user survey via phone – Mid-November-Early December 2013
 - The phone survey (conducted by random digit dial) collected responses from qualified respondents who had not used the library in the past 12 months (nonusers), allowing the Library to gain an understanding of reasons for nonuse and other nonuser preferences.

The first phase was a market assessment using local 2013 data estimates provided by Nielsen to understand and size the Library's market as a whole. This assessment uncovered key demographic, growth, and geographic trends, identifying that PCPL serves an estimated 34% of the total Pima County population.

- Demographics of Pima County
- Key cardholder data
- Site visits – early October 2013
 - Ethnographic observations were also completed at all library locations as part of the market assessment to provide an opportunity to experience the library from a customer's perspective, experience the library's diverse communities, and observe Library behaviors that were later measured and quantified. The visits also provided an opportunity to collect feedback from customers through intercept surveys.

Upon completion of data collection, OrangeBoy identified 11 library user clusters and six nonuser clusters.

Clusters are groups of customers grouped together by behavior (not demographics, like age or gender). Think about people with regard to what they *do* in the library, rather than who they *are*. This helps us understand how our libraries are used, which services are used most, and what kinds of people use and don't use the library.

OrangeBoy had us look at the trends in library service, and talk about where we feel we would like to be on the continuum regarding three long-term directions. As we worked through the activities in the project, we kept these long-term directions in mind.

We dug deeply into the cluster data to understand which services patrons use, what their behaviors are (do they come to the library a lot, do they look for books online or browse the shelves, do they use digital devices, etc.), and how they primarily access things like books, music, and movies.

- This information helps us better understand customer behaviors
 - Primary use
 - Secondary uses
 - Percentage of total users
 - Level of engagement with library
 - What would increase their usage
- We were also given data to help us understand the costs of serving each cluster
- Exercises we did with the clusters:
 - Opportunities and threats for each cluster
 - SWOTT for entire system

In order to help understand how to use the cluster data to help us evaluate services and programs we offer, OrangeBoy led us through some activities. We did an inventory of our services and program and discussed the following:

- Which clusters benefit from the service or program (who is the target cluster)?
- What are the annual costs of providing the service or program?
- How much staff time does it take?
- How do we promote it (through which “channels”)?
- How do we currently measure the success of the service?

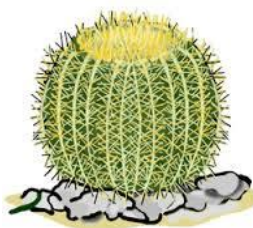
After going through the inventory exercises, OrangeBoy asked us to think about the experience we want to create for our customers.

- What outcome would we want for the cluster?
- How do we define that outcome?

Using these outcomes, we then thought about what we needed to do to reach them. We identified the priorities for achieving the outcomes for each cluster, what “channels” we would use to reach the cluster, and what resources we would need.

Partners:	None	Staffing:	Amber Mathewson, Deputy Director Beth Matthias-Loghry, Library Services Manager Bonny Bruce, Library Services Manager Jen Maney, Project Lead, Library Services Manager Jere Voigt, Library Services Manager Karyn Prechtel, Deputy Director Kenya Johnson, Communications Manager, Communications & Systems Office Lori Thayer, Graphic Design Specialist, Communications & Systems Office Mary Sanchez, Manager,
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			Eckstom-Columbus Library Melinda Cervantes, Executive Director Pat Corella, Deputy Director Richard DiRusso, Collection Development Manager Sandy White, Manager, Joel D. Valdez Main Library Sharon Holzman-Cox, Library Associate, Joel D. Valdez Main Library
Total Project Costs:	\$73,500	Project Dates:	October 2013-May 2014
Who was the audience?	PCPL staff	How many people participated?	Many customers did surveys. Staff team consisted of 14 people.
Materials produced?	Final report, nothing for marketing	Website:	None
One time or ongoing?	One time	Other:	
Lessons Learned			
<ul style="list-style-type: none"> What did your evaluations tell you? <p>OrangeBoy found that non-use is based on lifestyle factors, not necessarily on accessibility (hours or locations). Non-users indicated the following reasons for non-use:</p> <ul style="list-style-type: none"> Use other library systems Prefer to buy than borrow Use technology instead Don't have children Are too busy <p>Even though they do not use the library, non-users value library service. Surveys found that we had no completely disengaged users in our community (in other words, people who don't care about the library or dislike the library). This is really good news for us. It means the people value library service, even if they don't actively use it.</p> <p>We also found that they particularly value services we offer to children and teens. This information is valuable from a marketing perspective and also helps us understand community values.</p> <p>The process the team went through to create outcomes and activities/goals mirrors closely what we do at our libraries each year in creating a service plan, will help us think about services and programs offered at the branches.</p> <ul style="list-style-type: none"> Did the project work the way you expected? <p>Yes and No. It was a very comprehensive project, but a lot of the activities were not as helpful as we thought at a systemwide level. The activities will be helpful at a branch level, we believe, so we are integrating them into planning at that level.</p> <ul style="list-style-type: none"> What changes would you make? <p>Since this process is defined by OrangeBoy, there aren't any changes we could make to it.</p> <ul style="list-style-type: none"> What advice would you give to others <p>Don't expect OrangeBoy to solve all of your problems. They can give you ways to open discussion within your library system, but it's not a silver bullet. You still need to make all of the hard decisions yourself. Also, limiting to a few clusters of customers is not realistic. Libraries serve all types of people, and some of our very basic services didn't show up as an activity for any main cluster.</p>			



The Roundup 2014

Project Name: Eureka! Welcoming the Innovation Economy to Scottsdale

Library Name: Scottsdale Public Library

Library Address: Civic Center Library, Eureka Loft

3839 N. Drinkwater Blvd., Scottsdale, Arizona 85251

Project Director: Mike Beck

mbeck@scottsdaleaz.gov

Project Description:

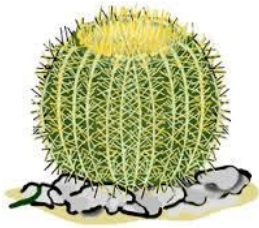
The goal of this project was for the Scottsdale Public Library, in partnership with Arizona State University (ASU) and the City of Scottsdale's Economic Development Office, to offer a complete range of free business and career resources, Job Help assistance, Rapid Start-up School Training and Business Acceleration courses for the Greater Scottsdale and East Valley areas. Funds were used to primarily fund two positions; a Job Education Specialist and a Room Host, programming supplies and small equipment. Community members benefited because they had access to free programming, and tools to encourage small business and high-growth entrepreneurship start-ups. Our first key steps were to create daily new business and entrepreneurial programming in the space. We were able to identify local business and community partners to also provide additional entrepreneurial programming resulting in the organic creation of customer user groups and programs. Using LSTA Grant funds we then were able to hire a Job Help Specialist and Room Host that provided over 170 programs reaching nearly 700 job-seekers. Finally, we continued to add programs, services and developed more community partnerships, in conjunction with the grant, to reach over 4,000 program participants and nearly 8,500 visitors to the Scottsdale Eureka Loft.

Partners:	Arizona State University COS Eco. Dev., ACA, SCORE	Staffing:	32-hour Job Help Specialist 20-hour Room Host
Total Project Costs:	\$50,000	Project Dates:	July 2013 - July 2014
Who was the audience?	Job-seeking customers Entrepreneurs, small business owners General public	How many people participated?	8,448 visited Eureka Loft 4,068 program participants
Materials produced?	Posters, bookmarks, flyers and program calendar, job binders	Website:	http://scottsdalelibrary.org/eureka
One time or ongoing?	Ongoing	Other:	

Lessons Learned

The Scottsdale Eureka Loft received great overall evaluations. Some customer evaluation comments included; "The Eureka Loft helped me start my business and my non-profit." "The upstairs entrepreneur facility is impressive. It's great what they are doing up there!" "This program helps new entrepreneurs and startup companies by using group support and training to give us what we need to be successful." Specific job-seeking customers left the following comments regarding our grant employee's work; "I received a job at the county hospital. I just wanted to thank you! Everything you said to do worked. God Bless and thx a mil." "I thank you so very much for staying in touch and helping provide leads and especially this one (local network television station). Wow, I can't believe I'm working there!"

This project greatly exceeded the grant's expectations and service metrics established by all community partners. The Scottsdale Eureka Loft serves as a model for other and future Alex co-working library locations. Our recommended changes and advice would be to evaluate any and all technological capabilities and beta-test them before implementing class streaming, since each potential library location has different capabilities. Also, we would recommend reaching out into the community to entrepreneurial and small businesses to help lead and facilitate public programming. This is a fabulous library and community networking project!



The Roundup 2014

Project Name: Digital Media Lab-DML

Library Name: Prescott Valley Public Library

Library Address: 7401 E Civic Center Prescott Valley, AZ 86314

Project Director: Casey Van Haren and Ted Johnson

cvanharen@pvaz.net

Project Description:

To convert our Virtual Reality Room into a Digital Media Lab. Funds were used to purchase furniture, Mac computers, video editing software, camera equipment, and a consultant/instructor. The equipment is used to provide an opportunity for community members to develop and create digital video and audio media for enhanced marketing. Students had the opportunity to work hands-on with equipment not otherwise available to them.

Key Steps:

- Found a consultant-Thatcher Borhman, who overhauled the entire equipment budget and audio/video needs.
- Began to order all the computer equipment-this was the most cumbersome process and took the longest.
- Painted a giant green screen.
- As the equipment came in, IT set up the computers and all the software. Training was hands on, and our consultant met with us weekly to show us how to run the camera, lighting and software.
- We planned out three, three hour sessions monthly, starting in April going through June and an extra class in August. Each class could hold 8 students and the instructor. I attended the first three sessions so I could learn the software in depth. Also we had a soft opening in March with our Teen Librarian promoting a "Teen Tech Week."

Partners:	Town of Prescott Valley Channel 15-Mark Stone	Staffing:	Thatcher Bohrman-instructor Jolanta Feliciano-Teen Librarian
Total Project Costs:	\$39,114.30	Project Dates:	March 2014-August 2014
Who was the audience?	Teens, Adults, business community	How many people participated?	44 formal participants 244 informal-tutoring school programs, skype sessions, and open house demonstration sessions were conducted
Materials produced?	We produced fliers, advertised on the radio and in the paper. We also promoted the DML on our Facebook page and website.	Website:	Pvlib.net https://www.facebook.com/PrescottValleyPublicLibrary
One time or ongoing?	Ongoing	Other:	

Lessons Learned

What did your evaluations tell you?

Many of the participants made comments, which serve to summarize the quality of the facility and instruction they received. "Really enjoyed the environment. I would like to attend many more classes. Digital lab is exactly what this library needed! I learned to not be afraid of experimenting on my own. Can't wait for next time." All participants said they agreed or strongly agreed that the facility and equipment were appropriate. Likewise they agreed or strongly agreed with the statement that they achieved what they had expected.

Did the project work the way you expected?

The project was better than I expected. Because of Thatcher's technology contacts and state contract contacts for equipment, I was able to buy better and larger computers and appropriate software. He saw my vision and was passionate about the project also. He worked many hours on a pro-bono basis also. We didn't serve as many as I truly wanted, but once it all came together, it was amazing. Another unexpected surprise, was our new Teen Librarian, Jolanta Feliciano, was on board and was an Apple product techie. She helped to plan sessions, coordinated the sign up of classes and was instrumental in organizing the Grand Opening. She, Thatcher and myself met continuously to work out the bugs, test equipment and put together the learning outcomes for the classes. We have volunteers in place to tutor students and guide them in the DML environment.

What changes would you make?

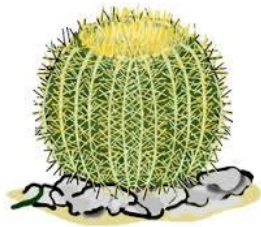
The only changes I would make is to set up a partnership with the local Small Business Administration chapter and Prescott Valley Chamber of Commerce. We originally saw more businesses coming in to take advantage of our green screen, recording equipment and video editing capabilities, but because this was a missed "audience" we are not getting the traffic we had hoped for.

What advice would you give to others?

Know your town/city's P.O. policy and procedures, IGA's and bid processes. Make sure you have support of your administration or the person who will help in ordering your items. It was assumed that I knew how to do this. With intervention on the Assistant Director's part, we were able to get the ball rolling. In the meantime, items were ordered late, mishandled and hence a delay in the Grand Opening.

Once Thatcher was on board, he redesigned the entire equipment list I had originally submitted. It took weeks after I was awarded the money to come to a final budget, again. Once the equipment was solidified, we started the process of bids and more bids. I was naïve in my thinking that I "have the money" and it was easy to spend in a week.

A huge snafu, our partner, Sedona Film School bowed out as the director quit. I was unaware of this and as time drew nearer to organizing their participation, I found out Rue had left and no one was hired yet to take her place. Stay in contact with your partners. Drop them an email or a phone call every couple of weeks and get their input and solid commitment, even a backup plan if something should happen and they leave, and a backup contact.



The Roundup 2014

Project Name: Self-Employment and Micro-Enterprise

Library Name: Pima County Public Library

Library Address: 101 N. Stone Ave. Tucson, AZ 85701

Project Director: Michelle Simon

michelle.simon@pima.gov

Project Description:

This project placed a focus on individuals who are long-term unemployed or under-employed because of significant barriers. These barriers include, but are not limited to, language, transportation, literacy, disability, criminal background, and cultural issues. The initiative helped individuals to explore self-employment and micro-enterprise as an alternative to employment in the traditional workplace. Participants learned about library and community resources and then applied the information to starting a business of their own. The project partnered with local small business support organizations and the One Stop to facilitate participant learning and business creation.

Key Steps:

- Discussed the plan with administration and created buy-in. Adjusted “unclear” ideas and started small. Identified key partners and began programming and “drop-in” times. Outlined the evaluation tools and method for gathering anecdotal information.
- Developed a schedule of workshops with partners to help teach community members about available resources at the library and in the community. Held workshops at partner locations (PCOS-Veteran workshops, WBC-Business Planning workshops). Spread information to library branches in order to promote the workshops, drop-in times, and electronic resources. Attended meetings and promoted information in media outlets. Created a program that fit the needs of the customer.
- Integrated business help into drop-in job help times by developing a format that did not require additional resources (time/money) to sustain the program. Promoted service around dedicated job help computers and during library programs. Created a bulletin board and information center that can be accessed all the time.

Partners:	Pima County One Stop MAC/Women’s Business Center SCORE	Staffing:	Michelle Simon, Program Coordinator
Total Project Costs:	\$60,000	Project Dates:	June 1, 2013-July 31, 2014
Who was the audience?	Long-term unemployed or under-employed job seekers with significant barriers to traditional work.	How many people participated?	453
Materials produced?	Flyers, posters, table display, bookmarks, quick-reference card	Website:	www.library.pima.gov/business
One time or ongoing?	Ongoing	Other:	

Lessons Learned

- **What did your evaluations tell you?**

Participants were very excited to learn about the resources of the library. Many individuals were not aware of everything the library had to offer, even though these resources have been available for many years. Most individuals were interested in the beginning stages of “I have an idea, now what?” While most participants appreciated the programming, most wanted the “nuts & bolts” of how to start a business: licensing, taxes, and financing (especially with bad or no credit).

- **Did the project work the way you expected?**

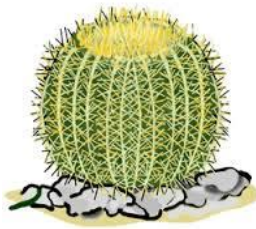
Yes and No. Some of the bureaucracy of working in a large library system made it difficult to spend funds on things like staff training. We also adjusted how we implemented the programming part of the project because of the difficulty with vendor contracts. We used outside expertise (vendors/partners) to provide training rather than providing it ourselves. Our partners, SCORE and MAC/WBC, provided programming at an extremely discounted rate. MAC/WBC was very flexible, providing us with a format that allowed more people to be served during their business planning course.

- **What changes would you make?**

The format for staff training needed to be different. PCPL is a large library system with 27 branches. Business help is not just about the branch. It includes community connections and access to our collection including online databases and resources. Each librarian has the opportunity to provide support to customers while working the desk. Training the staff is difficult if face-to-face training is required. Even a train-the-trainer model was not feasible because of the shortage in personnel. Promotion of webinars and online tutorials related to electronic resources would be a better option for busy library staff.

- **What advice would you give to others**

Buy-in from the administration and staff is vital to the success of the program. Creating a program that places a heavy burden on the current staff is not sustainable. The program must be integrated into what happens every day at the library branch. A bulletin board, flyers, bookmarks, and the integration of a topic into existing programming helps to create a sustainable project. Remember, you can't do it alone. Staff and partners are needed to create greater community impact and sustainability.



The Roundup 2014

Project Name: Job Help Hub, Beyond BTOP2 at Holbrook Public Library

Library Name: Holbrook Public Library

Library Address: 403 Park Street, Holbrook, AZ 86025

Project Director: Wendy Skevington

holbrookinterlibraryloan@gmail.com

Project Description:

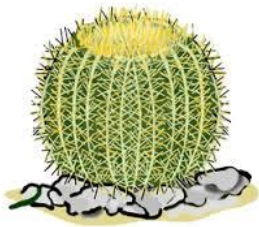
We continued the work started with BTOP2 Job Help Hub, readying the unemployed for employment in the 21st Century. Funds were used to pay an instructor to conduct computer training for the employment seekers and recruit and train volunteers for the sustainability of the project, and purchase printing supplies.

In addition to the more than 500 unique one-on-one instruction encounters during her year as Job Help instructor Mary Johnson reached out to the employers in the community and organized the Holbrook Job Academy. This was a half day seminar of panel presentations of dos and don'ts for job seekers, and Q and A with managers and employers. 50 people attended this event.

Partners:		Staffing:	Mary Johnson, Job Help Instructor Job Helpers : Faryn Seal, Joyce Miles, and Melissa Johnson
Total Project Costs:	\$28,300	Project Dates:	May 2013 through July 2014
Who was the audience?	Unemployed and under employed within our service area	How many people participated?	500+
Materials produced?	Posters, bookmarks, curriculum, etc.?	Website:	
One time or ongoing?	One time and ongoing as we trained 3 volunteers to keep the spirit of the project going beyond the end of the grant cycle.	Other:	

Lessons Learned

- What did your evaluations tell you? Mostly that people do not like to fill out evaluations. Our best reporting came from conversations with our participants.
- Did the project work the way you expected? Yes, with some surprises. The unexpected outcome was the great relationships and connections that evolved over the year. The WIA Career Coach has become a great partner, and several employers have come to us looking to increase their applicant pools. The Job Academy was a great success for a first time event and we have had both panelists and audience participants suggest that we should make it an annual event
- What changes would you make? The project application specified that the instructor's paid time would all be during open hours and all available to the public, but we really needed to have a bit of out of the spotlight prep time and even though Mary did a phenomenal job communicating with employers via email and phone if we could have gotten her out in the field she could have been even more intuitive about how the *job* seekers we are seeing could fit into the employment market. Maybe a few hours per month would give the project more depth.
- What advice would you give to others? Find the right staff! Or combination of staff. It needs someone who can offer endless patience to the job seeker without judgment and the ability to speak with employers to find out what they really need. A tall order to find those qualities in the same person. Holbrook really hit the jackpot with Mary Johnson



The Roundup 2014

Project Name: Bilingual Instructor for Spanish-speaking Community

Library Name: Parker Public Library

Library Address: 1001 S. Navajo Avenue, Parker, AZ 85344

Project Director: Ruthie Davis

libmgr@townofparkeraz.us

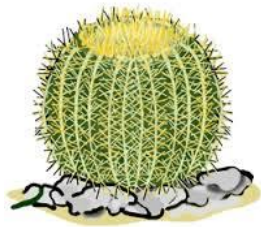
Project Description:

Parker Public Library hired a Bilingual instructor to teach computer classes with one on one help before/after classes, for the adults. Our Spanish speaking people didn't come like we hoped. We had a total of 15 that needed help with job applications for the year. Funds were used to pay the instructor's salary, and to purchase five iPad2s, DVDs in Spanish, and an Early Literacy Station

The instructor also worked with kids on laptops/tablets that had reading, math, and science games on them. The expected outcome was adults coming back for more computer classes. The kids came back every week for more games and were excited to be here.

Partners:	Parker Area Youth for Youth	Staffing:	Instructor Project Director
Total Project Costs:	\$25,000.00	Project Dates:	May 24, 2013-May 24, 2014
Who was the audience?	Adults, and children 5-12 years old	How many people participated?	665 children 1200 adults
Materials produced?		Website:	www.parkerpubliclibrary.com
One time or ongoing?	One time	Other:	

- **What did your evaluations tell you?** That we did a good job and they wanted more Windows 8 classes and the kids wanted us to have more games on the iPads.
- **Did the project work the way you expected?** No, we didn't reach the Hispanic population that we wanted to. The job seekers, people that needed resumes, and to fill out applications online used the one on one instructor a lot. The kids' parents were very happy with our after school program of homework and then playing on the iPads with learning games on them.
- **What changes would you make?** I really don't know I thought we had a good plan.
- **What advice would you give to others?** Don't give up if it isn't working, just keep trying for your patrons; they're worth it.



The Roundup 2014

Project Name: Tablet Training for Seniors

Library Name: Peoria Public Library

Library Address: 8463 W. Monroe St., Peoria, Arizona 85345

Project Director: Ben Ledin

Ben.Ledin@peoriaaz.gov

Project Description:

The goal of this project was to provide senior citizen library patrons with training classes to use tablet computers. Funds were used to purchase tablet computers, power cords, protective cases and storage cabinets, market the program and provide training. Seniors in the community benefited by hands-on instruction learning all about tablet computers, their applications and their many uses.

Key Steps:

- Evaluate computers for purchase.
- Train staff on the use of the computers.
- Develop a curriculum for the classes.
- Develop Partnerships
- Advertise the program.
- Conduct classes.
- Evaluate the classes.

Partners:	Immanuel Campus of Care Sierra Winds Senior Living Facility	Staffing:	Ben Ledin, Librarian Cathy Coffman, Librarian Joyce Reed, Librarian Jacquie Hipsman, Library Technology Specialist Tim Elias, Library Specialist
Total Project Costs:	\$ 20,372.43	Project Dates:	5/13 - 5/14
Who was the audience?	Senior Citizens	How many people participated?	335
Materials produced?	Posters, bookmarks, curriculum, handouts	Website:	library.peoriaaz.gov
One time or ongoing?	One time.	Other:	

Lessons Learned

The vast majority of the seniors attending the classes were overwhelmingly positive about the experience and were excited to learn the many ways tablet computers can enhance their lives.

- What did your evaluations tell you?

We measured our outcomes by giving pre-class and post-class evaluations to the attendees to determine the impact of our classes on the students. Of the senior citizens who attended our classes and completed our surveys, 98.2% felt more confident using tablet computers and 97.3% felt more knowledgeable about what you can do with tablet computers and with resources available online after completing the course of instruction.

- Did the project work the way you expected?

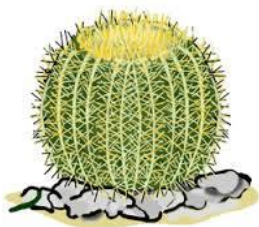
Yes, the seniors were very excited to come to class and learn about tablets.

- What changes would you make?

Offer classes at a wider variety of times.

- What advice would you give to others

Advertising and partnerships are the keys to making a program like this a success.



The Roundup 2014

Project Name: Journey Stories

Library Name: Patagonia Public Library

Library Address: 346 Duquesne, Patagonia, AZ 85624

Project Director: Abbie Zeltzer

azeltzer@patagoniapubliclibrary.org

Project Description

Journey Stories: "I must have been crazy, but it worked!"

The goal of Journey Stories was to position Patagonia Library as a hub for lifelong learning and support its mission as a guardian of local history by partnering with community organizations.

LSTA funds brought in scholarly speakers to five eastern Santa Cruz County venues, supported the creation of a local museum quality exhibit, and promoted the six week event in conjunction with the Smithsonian exhibition.

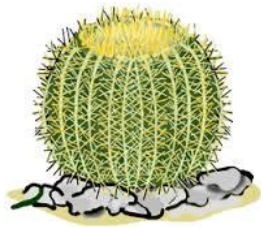
Community members benefited through local lifelong learning opportunities and new partnerships as they explored America's diverse history and how it weaves into our local story.

Key Steps:

- Submitted proposal to Arizona Humanities to host Journey Stories.
- Countywide calls to potential partners, set meeting, brainstorm Journey Stories related themes on a local level. Contact and befriend media.
- Set deadlines for partner participation commitment, create additional programming schedule. Find docent volunteer coordinator. Beg school boards to budget transportation for school children, suggest viable curriculum related ways for children's participation. Promote, promote, promote.

Partners:	13 partners 10 venues	Staffing:	Abbie Zeltzer A cadre of volunteers Contracted presenters and curator
Total Project Costs:	\$9,000 cash \$6,000 at least in-kind	Project Dates:	Jan 4 – Feb 16, 2014
Who was the audience?	All ages, eastern Santa Cruz County and beyond	How many people participated?	1518 people visited the Smithsonian Journey Stories and A Woven Journey exhibits. 545 surveys were collection at the Journey 1507 people attend programs; a head count was taken at each event. 246 survey respondents indicated attendance at one or more associated programs.
Materials produced?	Local history exhibit, posters, schedule of events	Website:	

One time or ongoing?	Six weeks of programs. Ongoing local history exhibit	Other:	
Lessons Learned			
<p>What did your evaluations tell you?</p> <ul style="list-style-type: none"> • Do not expect people to sign guest books. • Test surveys for validity • Outcomes may differ from expected results <p>Did the project work the way you expected?</p> <ul style="list-style-type: none"> • The project exceeded expectations <p>What changes would you make?</p> <ul style="list-style-type: none"> • Better initial organization of project-related emails (427) • Remember to include shipping and taxes when creating a budget • Use standard size paper for publicity materials <p>What advice would you give to others</p> <ul style="list-style-type: none"> • Embrace stepping out of your comfort zone • If you need to use a truck and trailer, don't be afraid to ask, even if you do not know the driver (maybe more realistic in a small town) • Put it in 4 wheel drive when you encounter bumps in the road, be flexible and adapt • Delegate, even when it is difficult to let go • Follow-up with partners 			



The Roundup 2014

Project Name: ONEBOOKAZ

Library Name: Arizona State Library, Archives & Public Records

Library Address: 1101 W. Washington St., Phoenix

Project Director: Donna Throckmorton

dthrockmorton@azlibrary.gov

Project Description:

ONEBOOKAZ strives to connect writers and readers by exploring the art of writing and then coming together to discuss the ONEBOOKAZ titles and by participating in programs based on writing and digital publishing. The first phase of ONEBOOKAZ is an eBook writing competition which encourages digital literacy and supports Arizonans as creators. Arizona authors are encouraged to be creators through writing workshops, digital publishing workshops and the writing competition. The second phase brings communities together to discuss the selected ONEBOOKAZ with book discussions and other programming based upon the winning eBooks. The titles will also be recorded as audio books by the Arizona Talking Book Library to offer the eBooks in audio format. With this program Arizonans will increase knowledge, improve their digital literacy skills and foster a sense of community from reading and discussing the same titles during ONEBOOKAZ month of April.

Key Steps:

- With the support and assistance of participating libraries, we promoted the eBook Writing Competition through writing workshops, bookmarks, and social media. We also presented to writing groups, emailed press releases and attended book festivals like the National Book Festival in Washington DC
- We began a partnership with Reading Arizona and Library Journal's Self-E to handle submissions and provide access during the judging process
- After selecting the winners we will schedule author visits at public libraries, attend the Tucson Festival of Books and provide access to the eBooks through the Reading Arizona online collection.

Partners:	Reading Arizona, Bilbioboard, Library Journal's SELF-e	Staffing:	Donna Throckmorton
Total Project Costs:	\$22,800	Project Dates:	July - June
Who was the audience?	All of Arizona readers and writers	How many people participated?	Submissions - 75/134 Downloads - 5,411 April Author Visits - 287 Aug/Sept Writing - 423
Materials produced?	Posters, bookmarks, curriculum, eBooks	Website:	www.onebookaz.org
One time or ongoing?	Annual event and we are building momentum.	Other:	

Lessons Learned

- What did your evaluations tell you?
- Did the project work the way you expected?
- What changes would you make?
- What advice would you give to others

Overall we felt it went very well for our pilot year. We learned so much as we went along and we were very willing to make adjustments throughout the process. We heard that the word limit of 60,000 was too constricting for some writers. We received 75 submissions last year which allowed us to easily manage the judging and carefully handle all of the submissions. We had great assistance from MCLD, especially Dan Messer who is amazing and so helpful with the technical side of accepting multiple formats. This year we received 134 entries and I was very grateful that Bilbioboard handled the submission process and access during the judging phase.

We are thankful for library staff from around Arizona who are assisting with first round judging. We are excited that published authors Lisa McMann, Tom Leveen, Bill Konsiburg, Conrad Storad and Kristen Kauffman are joining state library staff as judges for our final round.

Changes we are discussing and decisions we need to make include whether or not to add new categories to the existing categories of Kids, Teen and Adult. Authors have requested short stories, poetry or graphic novel categories. We are still exploring this.

Promoting the value that public libraries can play in the success of authors is another area we really want to improve. Self-published authors are finding that getting discovered is the biggest hurdle to their dreams of success. Libraries can play a vital role in gaining new readership and ONEBOOKAZ can be one way that authors can gain some exposure.

Libraries help authors through:

- Exposure. Libraries help people find you. Readers discover new authors, topics, and genres in our libraries. Libraries help authors get noticed: we host you at author events; we feature your books at book clubs; and we spotlight your titles on our websites.
- Sales. Research shows that our loans encourage people to buy your books. Additionally, many libraries now provide an option for people to click and “buy-it-now” from our websites.
- Respect. Libraries honor your work. We protect copyright, and we pay for what we use. We want you to keep writing, and make a living at it.
- Love of reading. Libraries help grow readers – and writers. Library lending promotes literacy, exploration, creativity, and innovation. <http://www.ala.org/transforminglibraries/a4le>



The Roundup 2014

Project Name: Reading Rockets: Blast Off with Summer Reading!

Library Name: Coyote Trail Elementary School Library

Library Address: 8000 N. Silverbell Rd., Tucson, AZ 85732

Project Director: Lisa Martin

l.p.martin@maranausd.org

Project Description:

This two-year program was designed to encourage increased summer reading for reluctant readers that had just completed second grade. This is especially important as Move On When Reading becomes part of state curriculum. Funds were used for eReaders, eBooks, iPads and children's literature apps. This program incorporated traditional high quality print books with fun literature extension activities, and e-books and book apps that made reading fun for reluctant readers. The goal was to foster a love of reading and help prepare participants for reading success in third grade.

Key Steps:

- We researched devices (iPads, Nooks, Kindles), e-book features (unlimited use and special features), and apps (highly rated, visually appealing apps that allowed students to read a story independently as well as the option to be read to as they follow along with the text). We settled on iPads, HD Nooks, and unlimited use ebooks from Capstone and Follett.
- We planned the summer reading program, met with our partners (Reading Seed Tutors and local public librarians), hired a second grade teacher to co-teach, designed a flier and advertised.
- We explained our expectations to the parents that inquired: students will miss no more than two sessions, students will also participate in the public library summer reading program, and families will fill out an exit survey to give us feedback about their children's current interest in reading as they complete the summer program.
- We met with about 18 students for 90 minutes, twice a week, for five weeks and we read with them, they read independently, and we all had lots of fun packing in lots of reading to their summer. Kids truly enjoyed the e-books, e-readers, and book apps along with all of the other book and reading activities.

Partners:	Pima Public Library librarian (visited our program and led activities with our students twice each summer, and had a special story hour for our families at the library once) Reading Seed (1-2 tutor volunteers came to each session and worked with students)	Staffing:	Lisa Martin, School Librarian Sue Richey, 2 nd grade teacher Yr. 1 Janice Thompson, 2 nd grade teacher, Yr. 2
Total Project Costs:	\$13,834	Project Dates:	From June 2013 – July 2014 Five weeks each summer
Who was the audience	Reluctant readers that have completed second grade. Mostly Marana School District students but we had one or two from Amphi District and from Tucson Unified School District.	How many people participated?	Almost every day we had two teachers and one volunteer Reading Seed Tutor. 36 students (18 in each 5 week summer program)

Materials produced? A flier	Fliers	Website:	No website but we posted our flier at libraries and all local schools. We sent the flier to Reading Specialists, and sent a notice about it to the educ. Editor with the local paper.
One time or ongoing?	This was a two year summer program that ran for 5 weeks.	Other:	
Lessons Learned			
<ul style="list-style-type: none"> What did your evaluations tell you? We discovered that generally students really liked the e-books and children's literature apps. That was key in building more reading into their summer break. Exit Survey anecdotal evidence of an increased interest in reading was positive. However, the DIBELS reading data for beginning of program and end of program did not turn out to be that useful because we realized that the second round of testing utilized a third grade reading sample, whereas they had earlier been tested on a second grade reading sample. Did the project work the way you expected? Yes, the e-books and apps were a great hook for the kids that usually didn't consider themselves to be interested in reading. What changes would you make? I would not rely on the beginning third grade DIBELS scores to compare to end of second grade scores, I would use other second grade reading passages/scores to compare at the end of our program. What advice would you give to others: Try mixing in interactive e-books and literature apps with traditional print books for reluctant readers. It adds hands on fun, scaffolding for reading skills, and is a great hook for reluctant readers. 			



The Roundup 2014

Project Name: Enhanced Summer Reading Program

Library Name: Cochise County Library District

Library Address: Drawer AK/ Bisbee, AZ 85603

Project Director: Lisé Gilliland

lgilliland@cochise.az.gov

Project Description:

The goal of this project was to expand summer reading opportunities for rural and lower-income children and partner with schools to stop 'reading gains loss' during the summer months. Funds were used to purchase e-readers, e-books, and tablets for the children to utilize. The children benefited from extra reading opportunities geared to their reading level and interests, and schools benefited by having students return ready to read and learn, with no loss of past reading gains.

Key Steps:

- We purchased e-readers, e-books, and tablets for the children's use.
- We administered beginning surveys to children suggested for participation by our partner schools. We then distributed e-readers and tablets pre-loaded with e-books geared towards each individual child's interests, and loaded new e-books for them on demand.
- When children decided they were finished with their e-readers, they were administered final surveys to assess the difference in their reading habits. Children who felt they were still enjoying and benefiting from the e-readers were permitted to keep using them into the next school year, provided there was no waiting list at their school.

Partners:	Double Adobe School McNeal School	Staffing:	Debra Claus-Walker, project coordinator Lisé Gilliland, fiscal administrator
Total Project Costs:	\$13,512.86	Project Dates:	5/13/13 – 8/4/14
Who was the audience?	Rural and low-income children and their families.	How many people participated?	32
Materials produced?	PSAs, letters to the partner schools, and photographs	Website:	none
One time or ongoing?	One time, but with the hope that the program could become ongoing if successful.	Other:	

Lessons Learned

What did your evaluations tell you?

Our preliminary results have been largely positive. Of the eight students who have turned in their final surveys so far, six said they felt more confident in reading after the reading program and half of the students said it was more fun to read an ebook than a regular book. Seven out of 8 students commented that they would enjoy reading if they could pick out their own books and that they were more prepared to read at school. Six of the students felt more confident in their reading ability.

Did the project work the way you expected?

Both the children and their families reported reading and enjoying the Nooks. However, managing the Nooks took more time and resources than we had anticipated, and some of the children expressed disappointment with a black-and-white reader. Only 3 students said that they read more books because of the ereader and only 4 said it was more fun to read an ebook than a regular bound book. One parent felt that our process for loading the e-books was cumbersome and time-consuming for both us and the patrons and suggested that it could be expedited if we set up the Bookmobile to load new e-books on location.

What changes would you make?

We would focus more on Kindle Tablets, which are color devices, than on the black-and-white Nooks, which were not as popular as we had anticipated. We would also explore more efficient ways of loading new e-books onto the devices in order to get them back to participating children as quickly and easily as possible.

What advice would you give to others?

No endeavor is without its challenges, but we learned through our project that even a relatively small program can make a difference. We would advise others to be flexible, be mindful of the needs and desires of their audience, work through the inevitable glitches that will arise in any new program, and not give up.



The Roundup 2014

Project Name: The Great Reading Adventure

Library Name: Maricopa County Library District

Library Address: 2700 N Central Ave #700, Phoenix, AZ 85004

Project Director: Caris O'Malley

carisomalley@mclldaz.org

Project Description:

The goal of this project is to create an engaging, interactive online learning experience that will make reading over the summer fun for children and will help them to develop a lifelong love of reading. Funds will be used to build a free, open-source web application that can be used by libraries nationwide. Community members will benefit because children will retain the literacy skills necessary for continued success in elementary school and beyond.

Key Steps:

- First, we assessed the need and searched for alternatives.
- Then we secured funding, planned and developed the software, the launched it in May 2014.
- And finally, we solicited feedback, took note of the issues, and have launched into improving the software for 2015.

Partners:	Read On Arizona Maricopa County Education Service Agency Collaborative Summer Library Program Arizona State Library, Archives and Public Records Phoenix Public Library Pima County Public Library Prescott Valley Public Library Sedona Public Library Chandler Public Library Yuma County Library District Pinetop-Lakeside Public Library	Staffing:	Caris O'Malley Danette Barton Antonio Apodaca Brianna King
Total Project Costs:	\$450,000	Project Dates:	July 2013 - Present
Who was the audience?	Summer Reading participants	How many people participated?	64,987
Materials produced?	Web application: www.greatreadingadventure.com	Website:	www.summerreadingaz.org
One time or ongoing?	Ongoing	Other:	

Lessons Learned

- What did your evaluations tell you?
- Did the project work the way you expected?
- What changes would you make?
- What advice would you give to others

Our evaluations told us that, more than anything, customers appreciated the fact that we were trying to do something different. They were very forgiving of the glitches that occurred during the pilot year. Many participants loved the added content and the interactivity, while a minority preferred the old way of doing summer reading. The project, for the most part, worked as we expected: we were looking to develop a highly functional summer reading app, and we did that. However, we experienced a significant dip in participation. If I could do it over again, I might not package it all together with other non-software program changes (getting rid of incentive prizes, increasing effort required to complete the program, etc.) and would do a better job at building staff excitement around the project. The first year was a little bumpy, but it was an overall success. I would advise others going down this road that these kinds of changes, while necessary, are new to both staff and customers, so the process requires patience.



The Roundup 2014

Project Name: iStorytime

Library Name: Flagstaff City-Coconino County Public Library

Library Address: 300 W. Aspen Ave., Flagstaff, AZ 86001

Project Director: Molly Sadler

msadler@flagstaffaz.gov

Project Description:

The iStorytime project has two major elements. One element is the iStorytime program itself. Similar to our regular storytime programming, the iStorytime program was made up of a storytime leader and an audience of preschoolers and their parents or caregivers. In the iStorytime program, the children and their parents or caregivers were each given an iPad to use during the program. The storytime leaders prepared themed storytimes with a combination of print materials, felt boards and other storytime props and iPad apps. Children interacted with the apps as the storytime leader read or interacted with them aloud. Children and parents or caregiver were then given time to explore the technology on their own. The iStorytimes were presented in four week sessions with five sessions being offered per year. Parents/caregivers registered for these sessions.

The second element of this project was to provide training for community preschool teachers in using iPad technology in early literacy teaching. The Flagstaff City-Coconino County Public Library offered two training sessions per year that demonstrated techniques in using apps as part of storytimes and literacy play. These trainings gave the teachers hands-on experience with the iPads and provided handouts with information about how to purchase the hardware and software to use in their own classrooms.

Key Steps:

- Purchasing multiple iPads and a syncing tray and learning to use the devices.
- Researching, purchasing and downloading apps and planning curriculum for the iStorytimes.
- Implementing iStorytimes into library programming

Partners:	Flagstaff Unified School District NACOG Headstarts	Staffing:	Molly Sadler Anna Del Paxton
Total Project Costs:	\$15,000	Project Dates:	From-When
Who was the audience?	Preschoolers ages 3-5, parents, and Headstart teachers.	How many people participated?	69
Materials produced?	Flyers	Website:	
One time or ongoing?	Ongoing	Other:	

Lessons Learned

- **What did your evaluations tell you?**
Our evaluations told us that although many participants claimed to be very familiar with technology in pre-surveys, many reported having a significant improvement in their knowledge of using digital technology skills to support early literacy skills.
- **Did the project work the way you expected?**
The project worked the way we expected but the technology did not. Our biggest hurdle was working with multiple iPads and figuring out how to add apps to all of them simultaneously.
- **What changes would you make?**
I would allow fewer children in each session. The more children, the harder it is to guide them through an app.
- **What advice would you give to others?**
Allow a great deal of time for finding apps and test them with kids before presenting to a group. There are very few apps that work with a large group in a storytime setting.



The Roundup 2014

Project Name: Reading Buddies Plus!

Library Name: Scottsdale Public Library

Library Address: 3839 N Drinkwater Blvd, Scottsdale, AZ 85251

Project Director: Medina Zick

mzick@scottsdaleaz.gov

Project Description:

The Reading Buddies Plus! Program was created to provide support for struggling young readers during the summer months and to help prepare them to meet the “Move on When Reading” requirements. Partnering with the SUSD Title I Coordinators allowed the library to market to academically at-risk students and children from low-income families. Exposing these families to new technologies was an important component of the Reading Buddies program. Twenty iPads were purchased and loaded with a variety of educational apps to engage and motivate our young participants. Two reading specialists were hired to assess and level each participant and to provide ongoing coaching and support for the participants, as well as the teens. Reading A-Z software was used to create leveled materials for each participant to supplement our regular library materials.

The secondary goal of the project was to provide a more meaningful volunteer experience for our summer teen volunteers. The teens received training from the reading specialists before the program, as well as support during the program. Their primary responsibility was to establish a positive relationship with their little buddy and to encourage and mentor them at each session.

Reading Buddies was established at both the Civic Center and Mustang Libraries on Tuesdays and Thursdays this summer. The eight week program had 81 participants, utilizing 53 teen volunteers. Weekly crafts, iPad games, literacy board games and special performers were brought in each week to keep the kids engaged and excited about summer learning. Every child spent at least thirty minutes of each program reading with their buddies, before moving on to other activities.

Nearly every parent surveyed noted that their child read more this summer, looked forward to coming to the library and learned something new as a result of the program. The teen volunteers commented on developing skills such as patience, working more effectively with children, and confidence. The staff noted the positive relationships that developed between the teens and their buddies, as well as with their fellow teen volunteers. Every child took home a certificate of achievement and a new book at the conclusion of the program.

Partners:	SUSD Title I Coordinators	Staffing:	Medina Zick, Library Coordinator Kelly Scott, Librarian Jennifer Kiesl, Library Asst Melissa Banner, Teacher Gretchen Kaiser, Teacher
Total Project Costs:	\$14,780	Project Dates:	May 2014-August 2014
Who was the audience?	Children, grades 1-4 Teens, ages 13-17	How many people participated?	81 children, 1 st -4 th Grade 53 teen volunteers
Materials produced?	Subject theme materials	Website:	
One time or ongoing?	Ongoing, summer program	Other:	

Lessons Learned

The majority of changes were implemented before the program started. We were able to pilot a version of this program in 2013. We quickly learned that it was important to establish a program maximum that correlated with the number of consistent teen buddies. Quality and consistency were more important than quantity. We also established that 90 minutes was the maximum time that we could keep the young readers engaged and busy. We had initially proposed three hour sessions. We also raised the grade level to 1st grade. It was very difficult for the teens to work with such young children. It was difficult to mix the young non-readers with more experienced readers. Our goal was for the teens to practice with the young readers, rather than to provide instruction.

While the teens did the majority of the work with the children, the staff involved spent a good deal of time printing and preparing materials for each weekly topic. They supplied leveled materials, as well as a new collection of library materials each week. Next year, we will discontinue linking the leveled materials to the weekly subject. This really limited the variety of the materials and was too time consuming.

We plan to run the program again next year utilizing the equipment purchased with the grant. We hope to expand the program to another library to allow for more teens and young readers to participate. Reading Buddies was a rewarding program for everyone involved!



The Roundup 2014

Project Name: Building A New Generation of Readers

Library Name: Arizona State Library, Archives and Public Records

Library Address: 1101 West Washington; Phoenix, AZ 85007

Project Director: Holly Henley

hhenley@azlibrary.gov

Project Description:

Building a New Generation of Readers is a statewide early literacy project designed by the Arizona State Library to support public and school libraries in teaching parents and early childcare providers strategies to prepare preschool children from birth to become readers. With the State Library providing staff training and materials, participating libraries create family-friendly spaces, offer workshops, and incorporate instruction into conversations and programs for preschoolers, their families, and caregivers.

The Arizona State Library has used the Public Library Association's Every Child Ready to Read @ Your Library (ECRR) materials as the basis for this early literacy instruction. ECRR I underwent an evaluation, and new curriculum materials for ECRR II were purchased during 2010-11. Training continued to be offered, in person and by webinar, in an effort to have trained staff in every public library in Arizona. Some libraries needed more assistance, so a mentoring program was started in 2012-13. During 2013-14, the State Library will expand and formalize mentoring efforts in support of one of the three topics selected by the Arizona Library Leaders' Summit in April, 2014: "EARLY LEARNING IS PRIORITIZED, SUPPORTED, FUNDED, ADVOCATED, & MENTORED EQUALLY ACROSS THE STATE."

Two sets of trainings will be offered to prepare cohort groups of mentors in general early literacy and new media for early literacy. Three in-person workshops will be held monthly for a maximum of 30 persons who apply and are accepted into each of the two mentoring programs. Scholarships will support mentors as they travel to their assigned mentee libraries that have applied and been accepted to receive assistance in starting a new early literacy service or expanding an existing one. All mentors and mentees will gather in late August 2015 at the conclusion of their training and mentoring to discuss lessons learned and plans for sustainability.

Partners:	None formalized yet.	Staffing:	Library Development Director
Total Project Costs:	\$75,000	Project Dates:	10/1/2014 – 9/30/2015
Who was the audience?	Arizona librarians who serve children and their families will be the mentors and mentees.	How many people participated?	A maximum of 60 librarians will be chosen for mentors for the two projects. There will be at least one mentee per mentor.
Materials produced?	Curriculum will be produced.	Website:	http://www.azlibrary.gov/libdev/programs-services-and-tools/building-new-generation-readers
One time or ongoing?	Ongoing	Other:	

Lessons Learned

These will be available after September 30, 2015.



The Roundup 2014

Project Name: Tween Titans STEAM Kits

Library Name: Coolidge Public Library

Library Address: 160 W Central Ave, Coolidge, AZ 85128

Project Director: Joyce Baker

joyce.baker@pinalcountyaz.gov

Project Description:

The State Library offered to purchase some interactive STEAM kits for fall programming. We developed a plan to use the kits with our Tween Titans program. Tween Titans are 9-12 year-olds. They had been meeting monthly. As we geared up for our Summer Reading Program, we changed the program to meet weekly. This program was one of the most popular programs we offered this summer so we decided to expand the program this fall from monthly to every other week. Due to the science emphasis this summer, we focused on experiments all summer long – many focused on candy. Kids kept a scientific journal each week and turned it in at the end of the summer. We knew we wanted to continue the science theme this Fall, so when the State Library offered the STEAM kits, we were ready to go. Not only are we using the kits with the Tween Titans, but we are cataloging the kits and will be offering them to area teachers for classroom use.

We kicked off our fall Tween Titan program with a mixture of kits. The children were able to move from station to station to try out the various projects. There were tweens that came to our fall kickoff who had not participated all summer. This was strictly due to the interactive component. We plan to bring the kits out again at future Tween programs. The kids definitely want more time with them.

Key Steps:

- Developed a proposal for how we would use the kits
- Shared the kits with staff and let them start experimenting
- Introduced the kits to the tweens and watched them have fun!
- Once our cataloging dept has created records, we will catalog the kits and share with local teachers

Partners:	Arizona State Library Area school teachers	Staffing:	Dani Duran Aubrey Kowitt
Total Project Costs:	\$ 600	Project Dates:	September, 2014 – ongoing
Who was the audience?	Primarily Tweens ages 9-12 but we also anticipate using them at our Lego Club (ages 5-12).	How many people participated?	Seven tweens came the first week but we expect dozens to participate in the coming months.
Materials produced?	Newsletter, calendar, Tween Titans flyers, slide show on library's TV, Facebook	Website:	https://www.facebook.com/coolidgepubliclibrary
One time or ongoing?	Ongoing	Other:	

Lessons Learned

- **What did your evaluations tell you?** We don't do formal surveys with this age group. We allow level of participation to define success. However, attendance can be a huge indicator. We used the kits at our fall kickoff event and seven children attended. After introducing the kits, our attendance doubled at the next event and 10 of the children were first time participants. Program growth shows that these hands-on resources attract children.
- **Did the project work the way you expected?** We got the exact results we had hoped for. We hope the teachers will be excited too, once we are able to circulate the kits to them.
- **What changes would you make?** We might use only one or two types of kits at a future event so that the kids will be able to understand more fully how they work.
- **What advice would you give to others?** Be excited and the kids will get excited too. Do not be intimidated by this age group. They love the science theme! Do not be afraid to let the kids get dirty. The messier the project, the more fun they will have!



The Roundup 2014

Project Name: Touch N Learn

Library Name: Yuma County Library District

Library Address: 2951 S. 21st Drive, Yuma, AZ 85364

Project Director: Cecilia Young

cyoung@yumalibrary.org

Project Description:

The goal of this project was to form a collaboration between the Yuma County Library District (YCLD), the Cocopah Indian Tribe Library, and the Gowan Science Academy to launch the Touch N Learn pilot project to improve Yuma youth digital literacy for their future educational and career success. Funds were used to purchase tablets, storage cart, learning apps, marketing, and supplies. Community members benefitted because an improvement in youth digital literacy skills will eventually contribute to the economic and social stability of Yuma and the global society.

Key Steps:

- Ordered equipment and supplies. Contracted marketing involved a combination of radio (Z93) spots and "Raising Yuma" quarterly magazine full page advertisements. Installed Science Station in the Youth Services area of the Main Library.
- Project activities: Open House/Grand Opening; 2 education programs for parents, educators, and caregivers; 10 digital story times at the Main Library; 2 after school digital science hours; 2 outreach programs at the Cocopah Library; 7 classroom visits to Gowan Science Academy; and Touch N Learn science station available to the public at the Main Library. YCLD disseminated information about the Project through press releases, the library's website, the library's event calendar, and the Library's social networking account (Facebook), contacts with local media, and the Yuma Moms Club blog and calendar.
- Gathered evaluation from the programs. Filmed follow-up interviews with participants. Filmed evaluation was edited into a final version to submit with the final report which demonstrated the success and impact of the Project in our community.

Partners:	Cocopah Indian Tribe Library Gowan Science Academy	Staffing:	Emily Scherrer, Youth Services Manager Sarah Wisdom, Community Relations Manager
Total Project Costs:	\$40,644.73	Project Dates:	May 13, 2013 – May 20, 2014
Who was the audience?	Youth (ages 5-12) and their caregivers and families, educators, Cocopah Indian Nation youth, Yuma community residents.	How many people participated?	32,852
Materials produced?	Evaluation video, curriculum for story times.	Website:	www.yumalibrary.org
One time or ongoing?	Ongoing	Other:	

Lessons Learned

- What did your evaluations tell you? Qualitative outcome: The youth who participate will be better prepared for greater success in their educational achievements and in the long run will be able to fully participate in their local community and the global society. Success indicators: Success indicators will be youth/caregivers will recognize that they are more competent in utilizing digital technology and accessing online resources for educational purposes and lifespan learning. Evaluation methods/tools: Obtain written and online (Survey Monkey) post Touch N Learn project surveys and hand counts of attendees to gather participants' opinions that they have increased their understanding and appreciation of digital literacy via the project and view the library as a community center for lifespan learning after attending the digital story times and educational programs, and/or explored the other resources available at the Main Library, such as the e-books collection and digital Science Station. The library staff made a video from attendees that demonstrate the success and impact of the project in our community. According to our online and hand surveys, the following was reported: 37% of visitors to the children's area had used the Science Station as of May 2014; 50% of those who had used it said they were now more comfortable using an iPad; 54% of general visitors to the children's area had a favorable response to the Science Station; and 25% of those using the Science Station used it for homework purposes.
- Did the project work the way you expected?
- What changes would you make?
- What advice would you give to others

Direct input from Project team leader Emily Scherrer: "When we began, we started our outreach program at the Cocopah Library. After two very unsuccessful outreaches, the Cocopah tribe told us that they'd prefer their privacy, and the grant project wasn't working well with their schedule. Therefore, we partnered with Gowan Science Academy and made several outreaches to their second and third grade classrooms. I quickly realized that the outreach was more fitting for a classroom, as that part of the project was "curriculum" based and much more formal than a typical library program. The students at the school really loved the program. Noting that the children at the library preferred the non-structured aspects of the grant, such as the Digital Science Station, towards the end of the school year we had two "Digital Free for Alls" where kids came after school and played with the devices on their own terms, while asking questions and being engaged with someone familiar with the apps. This was a far more popular program. The Digital Science Station at the Main Library has been the big draw. It is packed every day and has become the subject of a lot of discussion with Arizona and the library world at large. It is not uncommon to hear a child come into the Youth area and hear, "I want to go to the iPads!"

Additional input from Project team leader Emily Scherrer: The Science Station is by far the most coveted area of the children's department. It is filled to the brim with children daily, engaging them in mobile use technology and educational applications. Over 25 percent of our survey respondents reported using the Station for homework, an upside I didn't expect to see. In addition, the Station has been featured on www.littlelit.com at least twice. An ALSC (Association for Library Service to Children) blog post was also written about the Station. Three librarians from outside Arizona have contacted me about replicating that aspect of the Touch N Learn Project. It's been a huge hit here!



The Roundup 2014

Project Name: PHX Techs

Library Name: Burton Barr Central Library / MACH1 Makerspace

Library Address: 1221 N Central Ave, 85004

Project Director: Terry Ann Lawler

terry.lawler@phoenix.gov

Project Description:

PHX Techs was a grant to hire teens to teach digital literacy classes to the public in the MACH1 Makerspace as well as to assist in Makerspace programming. Classes taught were a Photo/Video/Music editing series, which was popular with adults; a Video Game Design series using multiple shareware platforms which was popular with tweens; and a Coding series also using multiple shareware platforms which was popular with older teens.

Techs also assisted at the Hacker Haven program and at several other maker events teaching children to work with Snap Circuits, Squishy Circuits, 3D printers, Little Bits, K'Nex and more. Techs also ran a very popular MINECRAFT series.

Techs assisted in staff run classes such as Adobe Photoshop (Morphology), Sewing (StitchCraft) and Paper Engineering.

Finally, the Techs created advertising pieces for the MACH1 Makerspace including flyers and consulting on the MACH1 Web presence.

Key Steps:

- Hired Teens and trained them for Fall & Spring Semesters
- Borrowed curriculum and built on it to develop the class series
- Created Maker curriculum for teens to teach

Partners:	HeatSync Labs	Staffing:	Terry Ann Lawler Craig Basham
Total Project Costs:	\$44,564	Project Dates:	September 2013-May 2014
Who was the audience?	Library customers of all ages	How many people participated?	1748+
Materials produced?	Posters, flyers, curriculum, videos, summer reading badges, Arduino and other tech instruction sheets, inventory sheets	Website:	www.phoenix.gov/mach
One time or ongoing?	Ongoing, will continue on a smaller scale fall 2014	Other:	

Lessons Learned

- What did your evaluations tell you?
 - People really enjoyed the classes
 - People wanted more classes, and a bigger variety of classes
 - People of all ages were coming to the classes
 - The Techs were well liked and very good at teaching classes regardless of age
- Did the project work the way you expected?
 - Yes. We had done smaller scale internships along the same lines. The grant enabled us to expand what we were doing to a much larger scale and it worked really well
 - The teens were amazing, they were enthusiastic, easy to work with and all very friendly
- What changes would you make?
 - I would have skipped the 3D printer, it was very difficult to do programming with the printer and we could have used different future tech to do a broader range of programming for a similar amount of money. Fortunately, it was a small piece of the grant
 - I would like to have hired more teens. Because we used a city process to hire rather than paying a stipend, we were limited to 16 teens total
- What advice would you give to others
 - Make sure your IT department FULLY understands what it is you are trying to do and is completely on board. Open source software was something they were really uncomfortable with
 - Be sure to copy what other people are doing, there is no reason to reinvent the wheel
 - This can be duplicated on a smaller or larger scale

The Arizona State Library and 2015 LSTA Grants

The Arizona State Library, Archives, and Public Records, a division of the Arizona Secretary of State, offers libraries the opportunity to apply for 2015 grant funding. This funding is made possible by the Institute of Museum and Library Services (IMLS) through the Library Services and Technology Act (LSTA) Grants to State Library Administrative Agencies program.

In 2015, grants will be awarded in three areas:

- Collections
- Community
- Learning

Grant Guidelines are available online at

<http://www.azlibrary.gov/libdev/funding/lsta>

Email a State Library Consultant

Collections	Mary Villegas	mvillegas@azlibrary.gov
Community	Dale Savage	dsavage@azlibrary.gov
Learning	Donna Throckmorton	dthrockmorton@azlibrary.gov
General	Janet “Jaime” Ball	jball@azlibrary.gov
General	Holly Henley	hhenley@azlibrary.gov

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